

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

School Results

School: Clinton Elementary School

District: RSU 49/MSAD 49

Code: 1243-1675



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Grade Level Summary Report

School: Clinton Elementary School
 District: RSU 49/MSAD 49
 State: Maine
 Code: 1243-1675

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	36			167			13,870			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	36	36		165	164		13,494	13,500		100	100		99	98		97	97	
With an approved accommodation	8	8		26	26		2,483	2,493		22	22		16	16		18	18	
Current LEP Students	1	1		3	3		388	400		3	3		2	2		3	3	
With an approved accommodation	0	0		0	0		167	182		0	0		0	0		43	46	
IEP Students	8	8		27	26		2,222	2,217		22	22		16	16		16	16	
With an approved accommodation	7	7		22	22		1,852	1,854		88	88		81	85		83	84	
Students not tested in NECAP	0	0		2	3		376	370		0	0		1	2		3	3	
State Approved	0	0		2	2		288	284					100	67		77	77	
Alternate Assessment	0	0		1	1		254	257					50	50		88	90	
First Year LEP	0	0		0	0		9	0					0	0		3	0	
Withdrew After October 1	0	0		0	0		0	0					0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0					0	0		0	0	
Special Consideration	0	0		1	1		25	27					50	50		9	10	
Other	0	0		0	1		88	86					0	33		23	23	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	36	0	0	36	3	8	22	61	9	25	2	6	645	165	26	54	15	5	649	13,494	17	55	20	8	647
MATH	36	0	0	36	1	3	18	50	11	31	6	17	639	164	13	54	18	14	644	13,500	22	43	17	18	644
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Reading Results

School: Clinton Elementary School
 District: RSU 49/MSAD 49
 State: Maine
 Code: 1243-1675

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

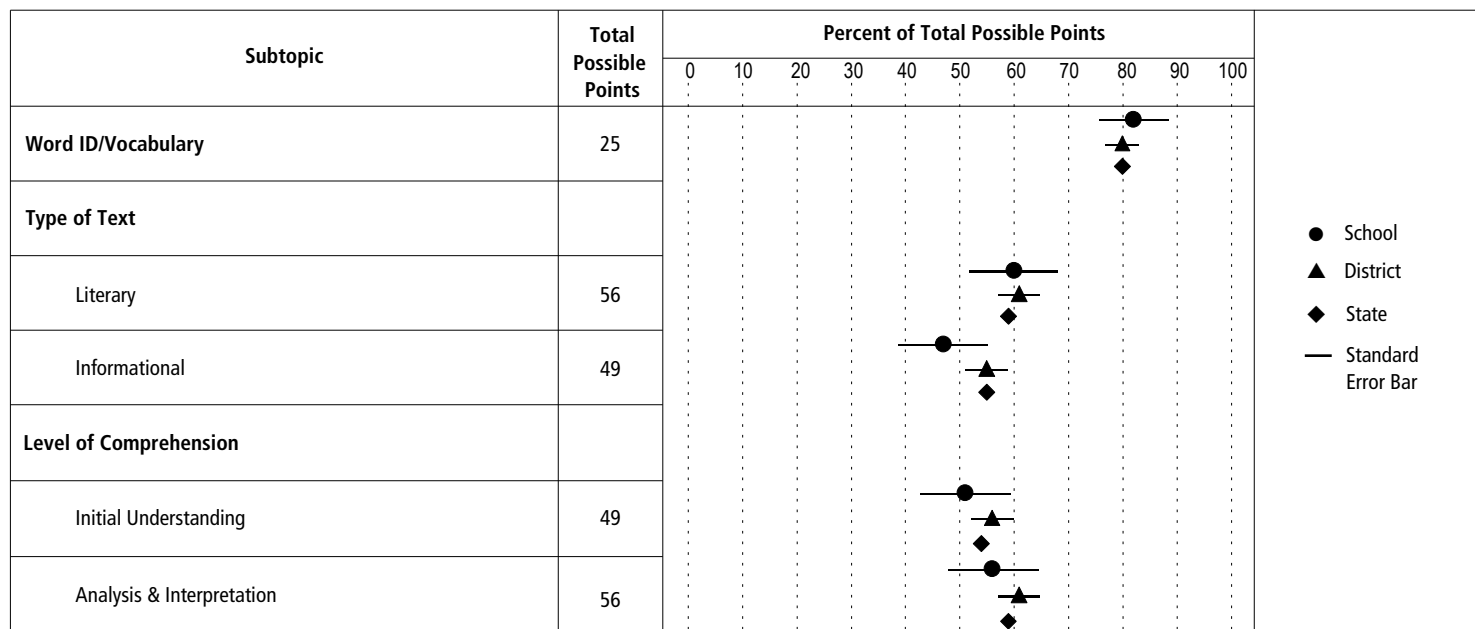
(Scaled Score 629–639)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	43	0	0	43	0	0	24	56	12	28	7	16	640
2010-11	44	0	0	44	10	23	19	43	13	30	2	5	647
2011-12	36	0	0	36	3	8	22	61	9	25	2	6	645
Cumulative Total	123	0	0	123	13	11	65	53	34	28	11	9	644
District													
2009-10	172	1	1	170	10	6	111	65	31	18	18	11	645
2010-11	181	5	0	176	22	13	99	56	42	24	13	7	645
2011-12	167	2	0	165	43	26	89	54	24	15	9	5	649
Cumulative Total	520	8	1	511	75	15	299	59	97	19	40	8	646
State													
2009-10	14,264	205	113	13,946	1,647	12	7,899	57	3,268	23	1,132	8	645
2010-11	14,037	273	105	13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12	13,870	288	88	13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
Cumulative Total	42,171	766	306	41,099	5,867	14	23,205	56	8,798	21	3,229	8	646





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Reading Results

School: Clinton Elementary School
 District: RSU 49/MSAD 49
 State: Maine
 Code: 1243-1675

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	36	0	0	36	3	8	22	61	9	25	2	6	645	165	26	54	15	5	649	13,494	17	55	20	8	647
Gender																									
Male	23	0	0	23	1	4	15	65	5	22	2	9	643	80	15	61	14	10	646	6,871	11	55	24	10	644
Female	13	0	0	13	2	15	7	54	4	31	0	0	647	85	36	47	15	1	652	6,623	24	54	17	5	649
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										3						189	13	54	20	13	645
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						102	18	44	27	11	644
Asian	0	0	0	0										2						204	25	49	17	9	649
Black or African American	0	0	0	0										1						391	7	40	25	27	638
Native Hawaiian or Pacific Islander	0	0	0	0										0						19	21	63	16	0	649
White	35	0	0	35	3	9	21	60	9	26	2	6	645	157	27	54	14	5	650	12,436	18	55	20	7	647
Two or more races	0	0	0	0										1						153	14	56	22	9	645
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										3						388	4	34	32	30	635
Former LEP student - monitoring year 1	0	0	0	0										0						38	26	74	0	0	655
Former LEP student - monitoring year 2	0	0	0	0										0						13	15	85	0	0	650
All Other Students	35	0	0	35	3	9	21	60	9	26	2	6	645	162	27	54	14	6	649	13,055	18	55	20	7	647
IEP																									
Students with an IEP	8	0	0	8										27	0	37	33	30	636	2,222	1	26	42	30	634
All Other Students	28	0	0	28	3	11	18	64	7	25	0	0	646	138	31	57	11	1	652	11,272	21	60	16	3	649
SES																									
Economically Disadvantaged Students	22	0	0	22	3	14	12	55	5	23	2	9	645	93	22	49	19	10	646	6,146	9	51	27	12	643
All Other Students	14	0	0	14	0	0	10	71	4	29	0	0	644	72	32	60	8	0	653	7,348	24	58	14	4	650
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	36	0	0	36	3	8	22	61	9	25	2	6	645	165	26	54	15	5	649	13,491	17	55	20	8	647
Title I																									
Students Receiving Title I Services	15	0	0	15	1	7	8	53	5	33	1	7	642	38	8	53	34	5	642	2,374	6	48	35	12	641
All Other Students	21	0	0	21	2	10	14	67	4	19	1	5	647	127	31	54	9	6	651	11,120	20	56	17	7	648
504 Plan																									
Students with a 504 Plan	1	0	0	1										4						335	12	62	21	4	646
All Other Students	35	0	0	35	3	9	22	63	8	23	2	6	645	161	27	53	14	6	649	13,159	18	55	20	8	647

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Mathematics Results

School: Clinton Elementary School
 District: RSU 49/MSAD 49
 State: Maine
 Code: 1243-1675

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

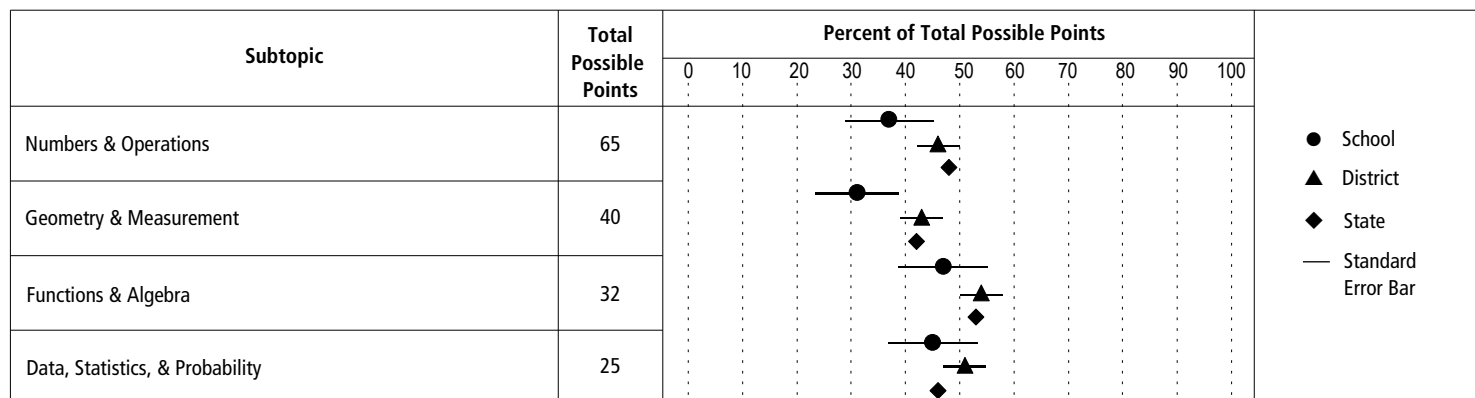
(Scaled Score 633–639)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	43	0	0	43	0	0	18	42	11	26	14	33	637
2010-11	44	0	0	44	8	18	20	45	8	18	8	18	644
2011-12	36	0	0	36	1	3	18	50	11	31	6	17	639
Cumulative Total	123	0	0	123	9	7	56	46	30	24	28	23	640
District													
2009-10	172	2	1	169	16	9	74	44	41	24	38	22	640
2010-11	181	5	0	176	25	14	74	42	40	23	37	21	642
2011-12	167	2	1	164	22	13	89	54	30	18	23	14	644
Cumulative Total	520	9	2	509	63	12	237	47	111	22	98	19	642
State													
2009-10	14,264	190	110	13,964	2,782	20	5,991	43	2,737	20	2,454	18	643
2010-11	14,037	212	120	13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12	13,870	284	86	13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
Cumulative Total	42,171	686	316	41,169	8,586	21	17,579	43	7,692	19	7,312	18	643





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Mathematics Results

School: Clinton Elementary School
District: RSU 49/MSAD 49
State: Maine
Code: 1243-1675

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	36	0	0	36	1	3	18	50	11	31	6	17	639	164	13	54	18	14	644	13,500	22	43	17	18	644
Gender																									
Male	23	0	0	23	0	0	13	57	7	30	3	13	640	79	10	56	22	13	643	6,875	22	42	17	19	644
Female	13	0	0	13	1	8	5	38	4	31	3	23	639	85	16	53	15	15	644	6,625	21	44	18	18	644
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										3						188	13	38	24	24	640
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						102	12	40	23	25	640
Asian	0	0	0	0										2						206	30	44	12	15	647
Black or African American	0	0	0	0										1						399	5	29	20	46	634
Native Hawaiian or Pacific Islander	0	0	0	0										0						19	26	58	11	5	649
White	35	0	0	35	1	3	18	51	10	29	6	17	640	156	14	54	17	14	644	12,433	22	43	17	17	644
Two or more races	0	0	0	0										1						153	17	46	17	20	643
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										3						400	3	27	21	50	632
Former LEP student - monitoring year 1	0	0	0	0										0						38	37	58	5	0	653
Former LEP student - monitoring year 2	0	0	0	0										0						13	31	46	23	0	648
All Other Students	35	0	0	35	1	3	18	51	10	29	6	17	640	161	14	54	18	14	644	13,049	22	43	17	17	644
IEP																									
Students with an IEP	8	0	0	8										26	4	38	15	42	635	2,217	4	21	21	54	632
All Other Students	28	0	0	28	1	4	14	50	8	29	5	18	640	138	15	57	19	9	645	11,283	25	47	17	11	646
SES																									
Economically Disadvantaged Students	22	0	0	22	0	0	11	50	8	36	3	14	639	92	9	52	22	17	641	6,152	11	39	22	27	640
All Other Students	14	0	0	14	1	7	7	50	3	21	3	21	640	72	19	57	14	10	646	7,348	30	46	13	11	647
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	36	0	0	36	1	3	18	50	11	31	6	17	639	164	13	54	18	14	644	13,497	22	43	17	18	644
Title I																									
Students Receiving Title I Services	15	0	0	15	0	0	3	20	7	47	5	33	634	38	0	32	39	29	636	2,376	5	34	28	33	637
All Other Students	21	0	0	21	1	5	15	71	4	19	1	5	643	126	17	61	12	10	646	11,124	25	45	15	15	645
504 Plan																									
Students with a 504 Plan	1	0	0	1										4						335	19	47	20	13	644
All Other Students	35	0	0	35	1	3	17	49	11	31	6	17	639	160	14	54	18	14	644	13,165	22	43	17	18	644

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.